

Substance Abuse Prevention Manager Resource Guide



Funding provided in whole or in part by the Illinois Department of Human Services and the Substance Abuse and Mental Health Services Administration (SAMHSA)

Prevention First is a nonprofit dedicated to preventing teen drug use before it starts. Since 1980, Prevention First has provided training, technical assistance and resource materials to thousands of schools, community groups, parents and youth.

We specialize in building the capacity of practitioners to develop strategic plans to address local substance abuse prevention needs, select and implement the best programs, curricula and strategies designed to promote social and emotional health and prevent substance abuse, and develop and implement media and communication campaigns designed to educate the public.

Prevention First is primarily funded by the Illinois Department of Human Services. Additional funding is provided by the Illinois Department of Corrections, Illinois Department of Transportation, and through private foundations and individual donations.

Our Vision

Healthy communities that encourage drug-free youth.

Our Mission

To build community capacity to prevent substance abuse by providing training and technical assistance and raising public awareness.



Substance Abuse Prevention Manager Resource Guide

Welcome

We hope you are able to use this Substance Abuse Prevention Manager Resource Guide to meet your needs as a manager and to meet the needs of your organization. To be able to effectively assist staff and support staff it is important to know both the basics of substance abuse prevention and to have a deeper understanding of why prevention matters, the current Illinois Department of Human Services organizational structure, funding structure, grant programs, and provider responsibilities and requirements. It is essential for managers to familiarize themselves with the on-line tools prevention staff utilize and know ways managers and staff can stay connected and informed. This resource guide will provide general information to guide in the hiring of new prevention staff, an overview of staff requirements, and ways managers can support prevention staff in their day-to-day tasks. This Resource Guide will also look at ways managers can support staff in the planning and implementation of their agency's funded Sub-Grant.

Included in this Resource Guide is a Resources Review and Website Link document. Throughout the Resource Guide for Managers many different resources are mentioned and the Resources Review and Website Link document will have brief descriptions as well as active links to websites prevention staff commonly use.

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Section One

An Overview of Prevention



The Impact of Substance Use on Teens

Substance use, including underage drinking and the non-medical use of prescription and over-the-counter medications, significantly affects the health and well-being of American youth and people of all ages.¹

It is also important to note youth are at higher risk than other populations for substance-related problems. Not only is adolescence a time of great physical change and development, but the adolescent brain is experiencing fundamental changes and fine tuning.

Use of addictive substances-tobacco/nicotine, alcohol, and other drugs-during adolescence interferes with brain development, reduces academic performance and increases the risk of accidents, homicides, suicides and serious health conditions, including addiction. Teens and young adults are more inclined than adults to take risks, including smoking, drinking or other drugs. Use of any addictive substance while the brain is developing increases the chances of future use of that and other addictive substances.²

The 2014 Illinois Youth Survey Statewide Results provides evidence that³:

- **Alcohol is the drug of choice among Illinois youth.** The most commonly reported drug across all age groups is alcohol. As youth age, alcohol use increases.
- **Marijuana ranks number two among 8th -12th grade levels.**
- **Prescription Drug use (without a prescription) ranks third for 8th-10th grade levels**
- **Cigarette use comes in third for Illinois 12th grade youth.**

Evidence-Based Programs

Research in the 1990s led to an increase in the use of evidence-based programs to prevent substance abuse. Evidence-based programs are based in theory and have undergone scientific evaluation. Evidence-based prevention refers to a set of prevention activities or a prevention program that evaluation research has shown to be effective. This contrasts with previous approaches based on tradition, convention, belief, or anecdotal evidence. The shift to evidence-based programs seeks to enhance the potential for positive outcomes.

Outcome-Based Planning

As research in the field grows stronger and as dollars become scarce, prevention providers are expected to do more with less. Outcome-based planning dictates that programs are selected only after a community assessment is completed and outcomes are identified. This order of events represents a **major shift** in thinking for many prevention providers who previously began their planning with the selection of programs. This process of selecting programs after a community assessment is conducted is the basis for the Strategic Prevention Framework (SPF).

Overview of the Strategic Prevention Framework

The Strategic Prevention Framework (SPF) was developed by the Substance Abuse and Mental Health Services Administration (SAMHSA). SPF is a structured planning process that can be applied to prevention systems at both the state and local level. This process is an effective way for coalitions to address substance abuse issues within the community. SPF is intended to provide a structure or mechanism for coalitions and other broadly represented community organizations to identify the most pressing substance abuse problems in their community. SPF uses a data-driven approach to understand what the most pressing problems are, who is affected most by the problems (consumption and consequences), why the problems are happening (contributing factors or intervening variables), and what programs, practices, and policies are most effective in addressing these problems and contributing factors. The guiding principal of this framework is that data on problems, resources, and readiness should guide the selection of evidence-based prevention strategies. Each community could potentially have a different set of outcomes targeted, but the goal is always community-level change in substance use consumption patterns and consequences.



www.samhsa.gov/spf

The Strategic Prevention Framework is a five-step process that includes Assessment, Capacity Building, Planning, Implementation, and Evaluation. Within each step there is a focus on both cultural competence and sustainability.

Assessment: identify local youth substance use problems and the community conditions that contribute to the specific drug use issues identified.

Capacity Building: mobilize/build capacity to change the conditions and address youth substance abuse problems.

Planning: developing a logic model and comprehensive action plan.

Implementation: implement the plan with evidence-based strategies.

Evaluation: monitor, sustain, improve, and replace prevention strategies.

Section Two

IDHS Structure, Staff, Support Systems and Contractors



IDHS Organizational Chart

In 1997, the state agencies in Illinois underwent a major change in structure. The Illinois Department of Human Services – IDHS – was created to provide our state’s residents with streamlined access to integrated services.

There are currently 6 divisions within IDHS. One of those divisions is the Division of Family and Community Services which funds a massive state-wide network to improve the health and well-being of individuals and promote self-sufficiency and the integrity of families in Illinois.

Within the Division of Family and Community Services is the Bureau of Positive Youth Development, which is comprised of delinquency, teen pregnancy, substance abuse prevention programs, and national service and volunteerism programs. The Substance Abuse Prevention Program, often referred to as “SAPP” is located within the Bureau of Positive Youth Development.

Illinois Department of Human Services and Current SAPP Staff

Bureau Chief (Bureau of Positive Youth Development)

- **Kim Fornero**
- Kim.Fornero@illinois .gov
- 312-793-1628

SAPP Administrator

- **Shantel High**
- Shantel.High@illinois.gov
- 217-524-5854

Community Support Services Consultants (CSSCs)

CSSCs are the primary point of contact for SAPP providers regarding programmatic, fiscal, and contract requirements. CSSCs monitor grant activity and maintain the integrity of Division programs by:

- Acting as a liaison between providers and their program within the Division
- Providing support, linkages, and resources to providers to enhance programming, and
- Performing required program reviews (site visits), assuring effective and accountable services

Providers can identify their assigned CSSC by contacting their Regional Administrator or [click here](#) to view an updated providers and assigned CSSC listing.

Regional Administrators

<p>Regional Administrator Regions 1 & 2</p>	<p>Hector Tellez 401 S. Clinton, 4th Floor Chicago, IL 60607 (312)793-4625 Hector.Tellez@illinois.gov</p>
<p>Acting Regional Administrator Regions 3, 4 & 5</p>	<p>Theresa Doerr 1210 Hanson Street Murphysboro, IL 62966 (618)684-8207 Theresa.Doerr@illinois.gov</p>

Substance Abuse Prevention Program Contractors

In addition to a Community Support Services Consultant, SAPP contracts with two statewide organizations to provide support. SAPP providers have access to training and technical assistance and evaluation services through SAPP's contractors, Prevention First and the Center for Prevention Research and Development (CPRD).

Prevention First

Prevention First builds the capacity of communities to prevent substance abuse by providing training and technical assistance and raising public awareness. Training and Technical Assistance Specialists deliver training and technical assistance to providers and communities to directly support the grant work for which they are funded. If you have training or technical assistance needs, please contact Anne Cox, the Manager of Training and Technical Services at (217) 836-5346 or through email at anne.cox@prevention.org.

Center for Prevention Research and Development (CPRD)

CPRD is part of the Institute of Government and Public Affairs at the University of Illinois. CPRD provides evaluation and data management services that support the Illinois Department of Human Services Substance Abuse Prevention system. CPRD coordinates administration of the Illinois Youth Survey (IYS) and manages the web-based reporting system (Prevention Hub) that collects data from providers.

The Illinois Department of Human Services has funded the administration of the IYS biennially since 1993. The IYS is a self-report survey administered in school settings and is designed to gather information about a variety of health and social indicators including substance use patterns and attitudes of Illinois youth. The IYS supplies critical information to schools, school districts, and communities throughout Illinois. The IYS is administered to students in 8th, 10th, and 12th grades in Illinois public schools.

The Prevention Hub is also administered by CPRD and is an online data collection system for SAPP providers. SAPP providers can report on and store their implementation data within the Prevention Hub. Information is entered or uploaded regarding the four direct service approaches and also regarding coalition membership, meetings notes, and activities. Providers delivering any Sub-Grant must report data regarding their services in the Prevention Hub on a quarterly basis. Deadlines to submit the required quarterly reports are available in the Uniform Grant Agreement or in the Prevention Hub.

If you have questions about the IYS, evaluation, or the Prevention Hub, contact (217)333-3231. For more information, visit CPRD's website at www.cprd.illinois.edu.

Defining Prevention

The Illinois Department of Human Services, Substance Abuse Prevention Program adheres to the following definition of prevention:

Prevention is a proactive process that empowers individuals and systems to meet the challenges of life events and transitions by creating and reinforcing conditions that promote healthy behaviors and lifestyles.⁴

Prevention is a process of creating an environment that supports well-being and healthy communities.

Substance Abuse Prevention System Purpose and Intent

The 2011 Request for Proposals (RFP) identified the IDHS Substance Abuse Prevention Program's overarching goal for all Sub-Grants of the Substance Abuse Prevention system:

Reduce 30-day alcohol, tobacco, marijuana, and prescription drug misuse/use among 11-20 year olds in Illinois.

SAPP encourages a community-driven, provider supported process, where the community is integral in driving local substance abuse prevention efforts. Providers engage communities through a multi-sector coalition and guide the process of identifying problems and determining the evidence-based services that should be in place to address the problems.

Current SAPP Funding Sources

Substance Abuse Prevention and Treatment Block Grant

- This federal source is the SAPP system's largest funding source. Awarded by the Substance Abuse and Mental Health Services Administration (SAMHSA), no less than 20% of the entire Block Grant must be used for prevention services.

General Revenue Funds (GRF)

- A state source that supports SAPP through taxes, charges, and miscellaneous income taken in at the state and local levels

Youth Alcohol and Substance Abuse Prevention Funds

- The Youth Alcohol and Substance Abuse Prevention Funds are obtained by the Illinois Liquor Control Commission from alcohol license fees, a portion of which supports prevention and is administered by SAPP.

The Substance Abuse Prevention Program's Sub-Grants

As part of an ongoing effort to enhance the prevention system and provide evidence-based prevention services to the largest number of communities possible, in 2012 the Department of Human Services introduced a new four-pronged Substance Abuse Prevention system, with the following Sub-Grants:

- Local Capacity Building (Sub-Grant A)
- Direct Services (Sub-Grant B)
- Strategic Prevention Framework (Sub-Grant C)
- State Capacity Building (Sub-Grant D)

Sub-Grant A – Local Capacity Building Overview

The Local Capacity Building Sub-Grant provides funds to public and private organizations with little or no experience in delivering substance abuse prevention services. The goal of the Local Capacity Building Sub-Grant is to build the capacity of organizations and communities to identify and respond to alcohol, tobacco, and marijuana, through the delivery of prevention services that target the needs of 11-18 year olds, their families, and schools. Emphasis is placed on building local partnerships to implement strategies that change community conditions and increase the community's capacity to sustain effective efforts.

Local Capacity Building grantees were required to create a new substance abuse prevention coalition or enhance an existing substance abuse prevention coalition in the community.

Grantees approved for creating a new coalition were required to develop a multi-sector coalition. The new coalition must meet at least on a quarterly basis, have developed a mission statement that includes the reduction of youth substance use, and continue to build coalition capacity.

Grantees approved to enhance an existing coalition needed to develop a sub-committee with multi-sector representation and/or assess existing coalition's representation and identify and recruit missing sectors. The coalition/sub-committee agreed to meet on at least a quarterly basis, review and adapt the mission statement that includes the reduction of youth substance use, assessed current coalition capacity and determined areas that needed to be enhanced/strengthened and created a plan to address identified gaps.

Local Capacity Building grantees must work to develop a plan for gaining schools' buy-in for administration of the Illinois Youth Survey. Grantees must work to recruit schools for participation in the Illinois Youth Survey during administration years.

Sub-Grant B – Direct Services Overview

The Direct Service Sub-Grant provides funds to support evidence-based substance abuse prevention direct services that target individuals and families. Direct Service grantees must deliver services using one or more of the following four core direct service approaches:

- Youth Prevention Education
- Parent/Family Education
- Mentoring
- Communication Campaigns

The goal of the Direct Service Sub-Grant is to increase the availability of high-quality prevention services that have the greatest potential to impact factors that contribute to alcohol, tobacco, and other drug (ATOD) consumption and consequences of 11-18 year olds.

Each of the four core direct service approaches, Youth Prevention Education, Parent/Family Education, Mentoring, and Communication Campaigns, have established standards. Standards not only help in providing guidance on planning and implementing the direct service approach, but are also used in the evaluation of the direct service approach during each agency's annual review. These standards can be found in two places, the Prevention Hub under "Additional Resources" as well as on the CPRD website under [Research Briefs](#). [Click here](#) to sign into the Prevention Hub.

Direct Service grantees were required to create a new substance abuse prevention coalition or enhance an existing substance abuse prevention coalition in the community and conduct the first three steps of the Strategic Prevention Framework (Assessment, Capacity Building, and Development of a Strategic Plan).

Grantees approved for creating a new coalition were required to develop a multi-sector coalition. The new coalition agreed to meet at least on a quarterly basis, develop a mission statement that includes the reduction of youth substance use, and develop coalition capacity.

Grantees approved to enhance an existing coalition needed to develop a sub-committee with multi-sector representation and/or assess existing coalition's representation and identify and recruit missing sectors. The coalition/sub-committee agreed to meet on at least a quarterly basis, review and adapt a mission statement that includes the reduction of youth substance use, assess current coalition capacity and determine areas that needed to be enhanced/strengthened and created a plan to address identified gaps.

Sub-Grant C – Strategic Prevention Framework Overview

The Strategic Prevention Framework Sub-Grants are designed to support the use of the Strategic Prevention Framework (SPF). The goal of the Strategic Prevention Framework grant program is to reduce consumption of, consequences from, and contributing factors to alcohol, tobacco, marijuana, and prescription drug misuse/abuse among 11-20 year olds in a targeted geographic community.

Strategic Prevention Framework grantees were required to partner with and work with a multi-sector coalition that had been in existence for at least one year.

Sub-Grant D – Statewide Capacity Building Overview

The Statewide Capacity Building Sub-Grant is designed to target unique audiences throughout the state of Illinois or the greater Chicago area. Providers are responsible for the delivery of services that develops capacity of the sector and engages the respective sector at the local level to address substance abuse prevention. The program supports unique populations in large geographical areas (e.g. chambers of commerce/business, physicians, institutions of high education, senior citizens, immigrants, and youth leadership). The goal of the Statewide Capacity Building Sub-Grant is to develop the capacity with a unique sector to reduce consumption of, consequences from, and contributing factors to alcohol, tobacco, and other drugs.

Section Three

Provider Responsibilities and Requirements



Provider Responsibilities

Contract Conditions

As part of your grant with IDHS, providers must operate under a set of established contract conditions. The contract between IDHS and each grantee is referred to as the “Uniform Grant Agreement” (UGA). The agreement attachments and program manual describe the specific services and reporting requirements for your SAPP grant.

Below are the Provider Responsibilities outlined in the Uniform Grant Agreement (UGA).

- A. The Provider will provide alcohol, tobacco, and other drug (ATOD) abuse prevention **services** in accordance with the conditions and terms set forth herein. Services and activities may be inclusive of one or more of the following five prevention strategies: information, education, community-based process, alternative, and environmental process.
- B. The **funding** provided through this grant shall be used to support the full-time staff, in accordance with the requirements for Sub-Grants A, B, and C in your approved site plan and for Sub-Grant D, the full-time equivalents outlined in your approved budget.
- C. The Provider will provide approved substance abuse prevention services in the designated service area in accordance with an approved proposal and, if applicable, site plan.
- D. The State must give priority to prevention programs for at-risk populations. If the Provider has prevention programs for such a **priority population**, the Provider will develop and maintain community-based strategies for the prevention of such abuse, including strategies to discourage the use of alcohol beverages and tobacco products by individuals to whom it is unlawful to sell or distribute such beverages or products.
- E. Background checks are required for all program staff and volunteers who have one-on-one contact with children and youth. Funded programs are required to have a written protocol on file requiring background checks, as well as evidence of their completion.
- F. The Provider must make available to program staff a computer and internet access. In addition, programs are required to stay current with all new software releases, service packs, and updates.
- G. In the **administration of programs**, services, and activities funded hereunder, the Provider shall:
 1. Assure that prevention activities and program services provided by the Provider convey a clear message promoting no use of alcohol, tobacco, and other drugs by minors, and no illegal use of drugs by adults, rather than limited or allowable usage.

2. Participate collaboratively in other substance abuse prevention programming where applicable; e.g. tobacco inspections.
3. Agrees (at a minimum) to maintain linkage agreements with any program, organization, or agencies outlined in your proposal, if applicable.
4. Maintain a directory and refer program recipients to substance abuse treatment service providers, mental health treatment providers, and other social service organizations, when needed.
5. Agree to include in all publications, announcements, reports, flyers, brochures, and all other printed materials, the phrase citing, “funding provided in whole or in part by the Illinois Department of Human Services and the Substance Abuse and Mental Health Services Administration (SAMHSA)”.
6. Participate in process and outcome evaluation services provided by the SAPP or its designated contractor.

NOTE: The above list of contract conditions has been provided for your information and is current as of this printing. However, contract conditions can change periodically and it is a good idea to locate a copy of the current contract conditions documents your specific agency has received from SAPP. The current IDHS Uniform Grant Agreement information can be found by [clicking here](#).

Reporting Requirements

SAPP providers are required to submit information about the services they provide. This data is used by the state to meet federal reporting requirements and can also be very valuable to providers as a way to evaluate their processes and enhance services. The Prevention Hub is a web-based reporting system which provides a convenient method for providers to report to the state.

The Provider will submit reports as outlined in the Uniform Grant Agreement Program Manual for FY17, and:

- A. Providers delivering any Sub-Grant (A, B, C, and/or D) must report data regarding their services in the Prevention Hub on a quarterly basis. Guidance is provided in the Uniform Grant Agreement and in the Prevention Hub on when the quarterly reports are due during each fiscal year.
- B. Maintain process evaluation data (e.g. rosters, agendas, meeting minutes, etc.) related to the delivery of services that verifies information shared in reports established by the Substance Abuse Prevention Program (SAPP).
- C. The Bureau may conduct random audits to determine the accuracy of data provided by the Provider. The Provider must be able to verify any request concerning data reported. ***The Department may delay, suspend, or terminate funding immediately without prior notice if the Provider produces late or substandard reports. The Division of Family and Community Services will provide written notification to the Provider that such delay, suspension, or termination is imminent.***
- D. The provider will make available to the full-time staff assigned to the grant staff development and continuing education concerning prevention services and activities.

Service Tracking

On a regular basis, providers should report:

- Estimated time spend on each SAPP-approved prevention activity in the agency's site plan
- An unduplicated count of people served and their pertinent demographic information (age, gender, race, and ethnicity)
- Cycle information for YPE and PFE curriculum implementation (curriculum name, cycle name, time period, number of participants, length and frequency of sessions)
- Coalition membership, meeting agendas, and meeting minutes.

Annual Performance Review

In an effort to support quality prevention services, IDHS requires SAPP-funded providers to report annually on their activities. The planning and/or implementation efforts of each reported program are reviewed against standards of best practice and feedback is provided to each agency for each of their reviewed prevention activities.

Training Requirements

The Substance Abuse Prevention Program (SAPP) is committed to providing training and technical assistance to support the provider's implementation of evidence-based substance abuse prevention strategies in their service area. As such, specific training programs are required for providers of each Sub-Grant to ensure they obtain the knowledge and skills necessary to do their work effectively.

SAPP Providers must make staff development and continuing education available to any assigned project staff for prevention strategies and activities. SAPP Providers must also agree to send project staff assigned to the grant to required meetings sponsored by the SAPP's training contractor (Prevention First).

Illinois Introduction to Substance Abuse Prevention (IISAP)

All SAPP grant staff are required to take the three-part training program, Illinois Introduction to Substance Abuse Prevention (IISAP). IISAP includes:

- IISAP I: Welcome to Prevention (online course and must be completed prior to participation in IISAP III)
- IISAP II: SAPP System Orientation (online course)
- IISAP III: A Framework for Prevention (1-day classroom course)

Foundation Trainings for Four Core Direct Service Approaches

All Sub-Grant A and Sub-Grant B staff reporting hours for any of the four core strategies must complete the required Foundation Training for that strategy:

- Youth Prevention Education – Foundations of Youth Prevention Education (two-day classroom training)
- Parent/Family Education – Foundations of Parent/Family Education (online course)
- Communication Campaigns - Developing and Implementing Successful Communication Campaigns (two-day classroom training)
- Mentoring Programs – Foundations of Successful Mentoring Programs (two-day classroom training)

Additional Training Requirement

Completion of additional trainings may be required in addition to those listed above. Training requirements differ for each Sub-Grant. If you need guidance and assistance determining which trainings are required and recommended for new staff or current staff, please reach out to Prevention First for assistance.

Training Registration

To view the current Prevention First Training Calendar and Training Policies [click here](#). To register for a classroom-based training course, webinar, or online study hall course, visit www.prevention.org.

Prevention First Training Policy

In order to create an environment conducive to learning and to minimize distractions, all training events will start promptly at the time stated in the event confirmation. Prevention First reserves the right to deny entry to any participant who arrives late to a training event. In order to meet the training requirement and to receive a certificate of completion/CEU's for any training event (both classroom-based and webinars), the participant must complete the course in its entirety.

If any 1 hour of content is missed during a classroom-based training event, the participant will NOT receive a certificate of completion/CEU's. If any 10 minutes is missed during a webinar, the participant will NOT receive a certificate of completion/CEU's.

IDHS Site Visits

Under the current structure of the IDHS Division of Family and Community Services, Community Support Services Consultants (CSSC's) maintain the integrity of funded programs through consolidated site visits and quality assurance activities. Providers are given advance notification of site visits. There are two types of site visits:

- One page on-site visit (once every 3 years)
- Quality assurance review (desk review and on-site review)

Site Visit Purpose

The purpose of a site-visit is to:

- Verify service delivery as reported and in accordance with grant guidelines
- Identify providers strengths and areas for improvement
- Ensure providers are addressing and resolving their areas for improvement or areas of noncompliance
- Identify and develop support systems (Prevention First technical assistance and trainings and other services) and policies that address system-level issues

Site Visit Process

The timing, delivery, and process of the actual on-site visit may vary, although minimally. The review process consists of:

- An entrance interview with the agency director
- An actual review of performance documentation
- An exit interview with agency representatives to discuss any necessary corrective action plans

Ideally, the CSSC involves the prevention program manager, prevention specialist(s), executive director, or authorized program representative. At minimum the prevention program manager and prevention specialist(s) need to be a part of the entire visit. The executive director, or authorized program representative should be available (at minimum) for the closing meeting.

Site Visit Documentation

The Provider should have the following documentation available during the site visit (this list is not inclusive; you may be asked to provide additional information prior to or during the site visit):

- Verification of service delivery (e.g. coalition meeting minutes, YPE/PFE sign-in sheets, agendas, letters, etc.)
- Linkage agreements/MOU's, sub-contract information
- Certificates for mandatory trainings, meetings, and professional development activities
- Brochures, flyers, and other promotional or printed materials developed
- Agency's organizational chart, policy manual, and budget forms and information

****Service delivery documentation and files should be kept for 5 years****

Section Four

Prevention Staff Qualifications and Providing Support



Staff Qualifications by Sub-Grant Type

General Hiring Considerations for Prevention Specialists

While each Sub-Grant has a specific focus and prevention specialists will need particular skills to implement and facilitate those services, generally when hiring prevention specialists there are a number of skills preferred for all substance abuse prevention work. Listed below are some essential job skills preferred when hiring prevention specialists:

- The ability to think creatively
- Time management skills
- Computer literacy
- Effective decision making skills
- The ability to evaluate data and make logical conclusions
- The ability to write concisely and maintain necessary documentation and records required for the position
- Skills to communicate verbally with individuals from diverse cultural and socioeconomic backgrounds
- An understanding of confidentiality and the ability to comply with agency, State, and Federal requirements

Local Capacity Building Sub-Grant

This grant is designed for providers with little or no experience in delivering substance abuse prevention services. Funds support assessment and limited delivery of “universal” and “selected” services for youth ages 11-18 and their families, school, and/or communities. The goal of the Local Capacity Building Sub-Grant is to build the capacity of organizations and communities to identify and respond to alcohol, tobacco, and marijuana through the delivery of prevention services that target the needs of 11-18 year olds, their families, and schools.

Considerations for Hiring. Community mobilization and planning are key components of the Local Capacity Building Grant. The provider staff work with the community to plan and implement prevention approaches. Characteristics essential for providers conducting this work include: organized, outgoing, comfortable speaking publicly, good critical thinking skills, collaborative, open to learning, and creative.⁵

Direct Service Sub-Grant

This grant is designed to support evidence-based substance abuse prevention direct services that target individuals and families. Providers deliver services using one or more of the following four core direct service approaches:

1. Youth Prevention Education
2. Parent/Family Education
3. Mentoring
4. Communication Campaigns

Direct service grantees must also create or enhance a coalition and conduct the first three steps of the strategic prevention framework; assessment, capacity building, and the development of a strategic plan.

Considerations for Hiring. Working with youth, families, and community members are key components of the direct service grant, in addition to community mobilization and prevention planning. The provider staff work with schools, community organizations, and youth to administer services. Characteristics essential for providers conducting this work include: organized, outgoing, comfortable speaking publicly, desire to work with youth and families, open to learning, and creative.⁵

Strategic Prevention Framework Sub-Grant

This grant is designed to support the use of the Strategic Prevention Framework (SPF). The guiding principle of this framework is that data on problems, resources, and readiness should guide the selection of evidence-based prevention strategies. The goal of the Strategic Prevention Framework Sub-Grant is to reduce consumption of, consequences from, and contributing factors to alcohol, tobacco, marijuana, and prescription drug misuse/abuse among 11-20 year olds in a targeted geographic community.

Considerations for Hiring. Working with key community stakeholders to develop and sustain a coalition and using data to plan prevention strategies are key components of the SPF Sub-Grant. The provider staff work with schools, community organizations, and key community stakeholders to conduct the SPF process. Characteristics essential for providers conducting this work include: organized, outgoing, comfortable speaking publicly, open to learning, and creative.⁵

State Capacity Building Sub-Grant

This grant is designed to target unique audiences throughout the state of Illinois or the greater Chicago area: chambers of commerce/business, physicians, institutions of high education, judicial/States Attorneys, senior citizens, immigrants, and youth leadership (in using data driven decision making). Grantees are responsible for delivery of services that develop capacity of the sector and engage the respective sector at the local level to address substance abuse prevention. The goal of the State Capacity Building Sub-Grant is to develop the capacity with a unique sector to reduce consumption of, consequences from, and contributing factors to alcohol, tobacco, and other drugs.

Considerations for Hiring. Working with members of the target population to identify and present data, identify potential assessment tools, identify and implement best practices, and strengthen and maintain communication with the target population are important components of the State Capacity Building Sub-Grant. Skills likely to be necessary for agency staff to successfully meet the State Capacity Building Sub-Grant requirements include: strong interpersonal skills such as problem-solving skills, decision-making skills, critical thinking skills, and strong and effective communication skills.

Required Written Protocols

Background Checks

Background checks are required for all program staff and volunteers who have one-on-one contact with children and youth. Funded programs will be required to have a written protocol on file requiring background checks, as well as evidence of their completion.

Child Abuse/Neglect Reporting Mandate

Per the Abused and Neglected Child Reporting Act, adults working with children and youth under the age of 18 years old are mandated reporters for suspected child abuse and neglect. All programs funded must have a written protocol for identifying and reporting suspected incidents of child abuse or neglect.

Supporting Prevention Staff

Support for Staff Planning and Implementing Youth Prevention Education (YPE)

The goal of Youth Prevention Education is to increase prevention-related drug knowledge and resistance skills, ultimately enhancing protective factors and reversing or reducing risk factors. Providers can use a SAPP-approved evidence-based curriculum or a standards-based program that meets all the standards established by the Illinois Department of Human Services.

To assist prevention managers and prevention staff Prevention First has created a [Youth Prevention Education Resource Guide](#). This guide provides guidance on YPE implementation criteria, an overview of the seven SAPP-approved evidence-based model programs, fidelity and adaptation issues, and the importance of school and community collaboration.

Prevention First has also created tips sheets for all SAPP-approved evidence-based YPE model programs. Each model program has a *Fidelity and Adaptation* tip sheet, as well as an *Implementation* tip sheet. You can access these tips sheets on the [Prevention First](#) website under the “Professional Resources” tab and by clicking on the “Substance Abuse Prevention Program (SAPP) Grantee Information” tab.

Prevention staff will spend vast amounts of time planning and implementing lessons within classrooms and working to engage students in active learning. While planning and implementing curriculum are time consuming, it is important to also prioritize investing time and effort into process and outcome evaluation.

Listed below are action steps prevention managers can take to support staff engaged in implementing Youth Prevention Education:

1. Familiarize yourself with the Youth Prevention Education standards-based or evidence-based curriculum your agency is implementing. Not only will this allow you to know the set-up and layout of the curriculum, it will help you understand the time requirements of the curriculum, thus, allowing you to support staff to implement the program with fidelity.
2. If you are using a SAPP-approved evidence-based curriculum, make it a priority to review materials on a yearly basis to determine if the curriculum has been updated or revised and look at options within your current budget to purchase the newest materials available.
3. Look for opportunities for staff to strengthen their classroom management skills. A starting place might be to review the Prevention First [Classroom Management Resource Guide](#) with prevention staff. This Resource Guide gives an overview of the importance of effective classroom management, how to develop a classroom management plan, and reviews a multitude of strategies to engage students and respond to challenging behaviors.
4. Provide a thoughtful training process for new prevention specialists allowing them to familiarize themselves with the selected YPE curriculum, observe current YPE lesson facilitation, co-teach YPE lessons, and teach lessons while being observed and receive constructive feedback.
5. Encourage staff to attend the required Foundations of Youth Prevention Education training as soon as possible and discuss the training experience when they have returned from training. This is also an excellent opportunity to identify other related training opportunities that can support staff development.

6. Look for opportunities for staff to learn more about adolescent development and how to connect with and engage the youth they will be working with.

Support for Staff Planning and Implementing Parent/Family Education (PFE)

Parent/Family Education programs are designed to enhance parental engagement and equip parents and families of school-aged youth with the information, skills, and parenting strategies to communicate and interact with their children in ways that promote healthy lifestyle choices. Providers may choose to implement either a SAPP-approved model parent/family education curricula or a standards-based parent/family education curriculum that meets all of the standards for parent/family education curriculum and has been reviewed and approved by SAPP.

Prevention staff educate and empower parents and family members, and while strong facilitation skills are necessary, prevention staff must also balance providing information in a way that is culturally sensitive and appropriate.

Listed below are action steps prevention managers can take to support staff engaged in facilitating Parent/Family Education:

1. Be open to learning about cultural differences and encourage prevention specialists to be open to new learning experiences, too. Look for training opportunities that will help staff value diversity, ethnicity, and culture of the families they work with.
2. Work with staff to create and promote an environment during sessions in which parents are comfortable sharing any concerns they may have and ask questions.
3. Provide opportunities for prevention specialists to enhance and strengthen their knowledge and skills to be effective facilitators with culturally diverse groups.
4. Encourage prevention specialists to spend ample time planning for the facilitation of lessons and encourage staff to look for opportunities to involve parents and families in the curriculum.
5. Encourage staff to complete the required online Foundations of Parent/Family Education training course as soon as possible and discuss the online training with staff once they have completed the course. This is also an excellent opportunity to identify other related training opportunities that can support staff development.

Support for Staff Planning and Implementing Mentoring Programs

Mentoring is a structured one-on-one relationship between an adult (18 years of age or older) and a young person that focuses on the needs of the mentored participant. Mentoring can provide youth the opportunity to develop relationships with responsible adults.

Planning standards have been developed to help providers lay the groundwork needed before mentors interact with participants, while implementation standards help prevention staff deliver formal orientation sessions to mentors, conduct formal screening processes, choose participants, and monitor the program.

To assist prevention managers and prevention staff, Prevention First has created a [Mentoring Resource Guide](#). This Resource Guide reviews the planning and implementation standards for mentoring programs as well as information on selecting mentoring, helping mentors connect with today's youth, and understanding the importance of boundaries.

Because relationships between mentors and participants can be complex and fragile, it is important for prevention staff to have ample support and guidance.

Listed below are action steps prevention managers can take to support staff engaged in Mentoring programs:

1. Provide opportunities for prevention specialists to learn as much as possible about working with, engaging, and motivating young people. Learning about “Generation Z” can provide insights about how young people learn, engage, and connect with others.
2. Establish written protocols for implementing the SAPP background check requirements. This IDHS-required four-part background check process became effective in FY2015 for all mentoring programs. The four-part background check consists of 1) FBI fingerprint, 2) statewide repository (Illinois State Police fingerprint check) 3) sex offender registry, and 4) DCFS CANTS check. (This information was provided in an email Kim Fornero sent out to each agency on July 16, 2014 titled *Substance Abuse Prevention Program and Fiscal Information*).
3. Look for opportunities to recruit mentors from the community beyond the connections of the prevention specialist.
4. Help staff develop strong communication and interpersonal skills to assist them in the difficult task of creating strong and lasting relationships between strangers. Strengthening these skills allows for prevention specialists to be better equipped to connect with people and how to help mentors and mentees establish meaningful relationships.

Support for Staff Planning and Implementing Communication Campaigns

Communication campaigns addressing ATOD issues utilize a purposeful promotional strategy to change knowledge, attitudes, or behavior in a specific, intended audience. Communication campaigns promote a specific message through marketing and advertising techniques.

Planning standards have been developed to assist prevention specialists in laying the groundwork and identify what is needed to start a campaign, while implementation standards assist the prevention specialist in running and evaluating the campaign.

Planning and implementation of a communication campaign requires intensive and on-going data collection and analysis, message development, material development, and material distribution, therefore prevention staff may need guidance, support, and additional training throughout the process.

Listed below are action steps prevention managers can take to support staff engaged in Communication Campaigns:

1. Provide professional development opportunities for prevention staff to learn and practice using technology tools that are helpful with the development of campaign materials. It is also helpful for staff to have access to design software and computer software to develop campaign materials.
2. Provide professional development opportunities for prevention staff to enhance other skills necessary for effective communication campaigns, including facilitation skills, conducting focus groups and designing materials.
3. Assist staff in analyzing data.
4. Look for opportunities to promote the Illinois Youth Survey with connections you might have so there is always current data to review and analyze for communication campaigns.
5. Encourage staff to attend the required Developing and Implementing Successful Communication Campaigns training as soon as possible and discuss the training

experience when they have returned from training. This is also an excellent opportunity to identify other related training opportunities that can support staff development.

Support for Staff Engaged in Coalition Work

Working with and providing support to a coalition can be rewarding, but also challenging work. Prevention staff play a crucial role in day-to-day management of a coalition, and offer direction, and guidance to coalition leaders. It is important to build the skills and capacity of prevention staff to become skilled facilitators, advocates for shared leadership, and adept at moving and guiding the coalition forward.

Prevention managers can support prevention staff involved in coalition work by helping staff thrive and grow in their day-to-day management of the coalition.

Listed below are action steps prevention managers can take to support staff engaged in Coalition work:

1. Look for opportunities to connect coalition members and coalition activities to additional resources, funding, and contacts you might have beyond your agency.
2. Become familiar with the Strategic Prevention Framework (SPF) and support opportunities for staff to enhance their knowledge with training.
3. Review coalition meeting minutes/notes to stay well-informed and up-to-date on coalition tasks, members, and events.
4. Provide professional development opportunities for staff to strengthen their facilitation and leadership skills.
5. Attend coalition meetings on a set schedule to provide constructive feedback to staff on meeting structure and facilitation skills.
6. Encourage staff to attend the required Coalition Coordination training as soon as possible and discuss the training experience when they have returned from training. It is also important for staff to take the online Overview of Strategic Planning course, which is a prerequisite for the required classroom-based Building Capacity for Prevention training.

Additional Actions Steps for Prevention Managers to Support Prevention Staff

1. Prioritize professional development opportunities for prevention specialists. While it is important to prioritize mandatory trainings, it is also important to allow staff the necessary time to participate in trainings that are not mandatory, but which will allow staff to increase their capacity to implement prevention strategies.
2. Ensure linkage agreements or Memorandums of Understanding (MOU's) are updated yearly, signed by all parties involved, and the documents are available for review when needed. It is also important for prevention specialists to have a copy of the linkage agreement or MOU if they are working on tasks described in the document. It is important for managers and prevention staff to know everyone's designated responsibilities and tasks assigned.
3. Follow-up with staff after they return from trainings. Many Prevention First trainings provide participants with an *On the Job Checklist* to assist prevention specialists in applying knowledge and skills acquired in the training classroom back on the job. Managers can review the *On the Job Checklists* with staff and determine opportunities for further skill building and additional professional development. After staff return from training is the ideal time to discuss any barriers or challenges

they anticipate moving forward, and strategies for applying the training concepts to their work.

4. Attend the SAPP annual meeting/webinar as a way to stay well-informed of current SAPP budget and programmatic issues.
5. Should you or your prevention staff need additional assistance or guidance while planning or implementing a strategy, consider requesting technical assistance services from Prevention First. Training and Technical Assistance Specialists are able to provide technical assistance to build the capacity of substance abuse prevention providers to strategically plan and implement local, evidence-based strategies to prevention substance abuse among youth.

Section Five

On-line Tools and Staying Connected and Informed



Staying Connected and Informed

Prevention First

uConnect is Prevention First's online user database and event registration system. With uConnect you can create a user profile allowing you to view and register for all online trainings, classroom-based trainings, webinars, meetings, and events facilitated by Prevention First. Once the account is created, you can update your personal information, view your training history, print training certificates, and subscribe to Prevention First publications. Creating an account takes only a few minutes. [Click here](#) to create an uConnect account.

Center for Prevention Research and Development Prevention Hub

The Prevention Hub is an online data collection system that accepts, stores, and displays data from the Illinois Department of Human Services Substance Abuse Prevention Program-funded agencies. Through the SAPP Hub, substance abuse prevention providers can store and access their implementation data; IDHS can utilize data to report to federal funding sources or the state legislature, and IDHS contractors such as Prevention First can review data to provide necessary support to funded agencies.

You can access the Prevention Hub by [clicking here](#).

The Prevention Hub also includes tutorials to help users become more familiar with and more comfortable adding and viewing information.

As a reminder providers delivering any Sub-Grant (A, B, C, and/or D) must report data regarding their services in the Prevention Hub on a quarterly basis.

FY17 Substance Abuse Prevention Program Contact Information Form

DHS requests that an updated FY17 Substance Abuse Prevention Program Contact Information Form be submitted within 10 days of any changes in administrative and/or program staff. You will need to update the form and submit the form to Kim Fornero at Kim.Fornero@illinois.gov, Shantel High at Shantel.High@illinois.gov, and your assigned CSSC.

[Click here](#) to access the FY17 Substance Abuse Prevention Program Contact Information Form.

PFGroupsite-SAPP

PFGroupsite-SAPP, or what is commonly referred to as "Groupsite" is a private meeting place for SAPP providers that offers features such as a shared calendar, discussion forums, member profiles, photo gallery, file storage, and more. Users have the opportunity to create a profile and select preferences and are able to navigate throughout the tabs and explore features under "communicate", "share", and "network". Users are encouraged to visit their Sub-Grant group and see who else is doing the same prevention strategies and share information and ask questions of the group.

SAPP funded staff and managers are invited to join Groupsite, but the site is closed to those not currently receiving SAPP funds.

[Click here](#) to request to join the PFGroupsite-SAPP. You will need to designate which SAPP Sub-Grant you receive funding for, answer a few questions, and then you should receive a response within 24 hours.

Prevention Connection

Prevention Connection is a monthly update on training announcements and programs facilitated by Prevention First. Prevention Connection also includes articles and links to important and timely news in the substance abuse prevention field.

[Click here](#) to sign up for Prevention Connection and it will be delivered to you via email monthly.

Section Six

Important Resources and Website Links



Resources and Active Website Links

Illinois Department of Human Services Resources and Links

[FY17 UGA Attachments/Manual](#)

<http://www.dhs.state.il.us/page.aspx?item=82791>

To locate the current Uniform Grant Agreement and Program Manual for Positive Youth Development.

[Regional Administrator and CSSC list](#)

<http://www.dhs.state.il.us/page.aspx?item=32323>

To assist providers in locating their assigned Community Support Services Consultants.

[FY17 Substance Abuse Prevention Program Contact Information Form](#)

https://www.prevention.org/Resources/SAPP/documents/TEMPLATE_FY17SAPP_Program_Contact_Information_Form.docx

Direct link to fill out the necessary program contact information changes and who to submit the form to.

Prevention First Resources and Links

[Prevention First](#)

<https://www.prevention.org>

To review training opportunities and SAPP resources. This link also allows you to login or register through uConnect.

[Prevention First Training Registration](#)

<https://www.prevention.org/CreateAccount.aspx>

Direct link to register for your uConnect account through Prevention First.

[2016-2017 Training Calendar and Training Policies -](#)

<https://www.prevention.org/Events/Default.aspx?ti=1030>

Link to the 2016-2017 Training Calendar and Training Policies through Prevention First.

[Youth Prevention and Education Evidence-based Model Program Tip Sheets](#)

<https://www.prevention.org/Resources/SAPP/Default.aspx>

Direct link to the Prevention First Youth Prevention Education Model Program Tip Sheets. Tip Sheets are available for All Stars, Botvin Lifeskills Training, Lions Quest, Project ALERT, Project Northland and Class Action, Project Towards No Drug Abuse (Project TND), and Too Good for Drugs.

[Youth Prevention Education Resource Guide](#)

<https://www.prevention.org/Resources/SAPP/documents/YouthPreventionEducationResourceGuide.pdf>

Direct link to the Prevention First *Youth Prevention Education Resource Guide* to provide guidance and resources valuable to those planning and implementing Youth Prevention Education curricula.

[Classroom Management Resource Guide](#)

<https://www.prevention.org/Resources/SAPP/documents/ClassroomManagementStrategies.pdf>

Direct link to the Prevention First *Classroom Management Strategies Resource Guide* to provide guidance and additional resources on Classroom Management.

[Mentoring Programs Resource Guide](#)

<https://www.prevention.org/Resources/SAPP/documents/MentoringResourceGuideforProviders.pdf>

Direct link to the Prevention First *Mentoring Program Resource Guide* to provide guidance and resources on Mentoring Programs.

[PFGroups-SAPP](#)

<http://www.pfgroups-sapp.com/main/summary>

Direct link to create an account and join PFGroups-SAPP. Click on the tab “join this group now” on the right side of the web page or login if you already have an account.

[Prevention First Prevention Connection](#)

<http://visitor.r20.constantcontact.com/manage/optin?v=001cp-XfELEExeSl3hpFz-2j5gkpU3xiSL4>

Direct link to sign up for the monthly Prevention First training and resources email, *Prevention Connection*.

CPRD Resources and Links

[Illinois Youth Survey](#)

<http://iys.cprd.illinois.edu/>

To find out information about the Illinois Youth Survey, learn how to register and conduct the survey, and review survey results for schools, districts, counties, and statewide.

[Prevention Hub](#)

<https://cprdwebprod.admin.uillinois.edu/sapphub/Default.aspx>

To sign into the Prevention Hub, review Research Briefs on the four direct service approaches, and review Standards for the four direct service approaches.

[CPRD](#)

<http://www.cprd.illinois.edu/>

To access tools and databases such as the Prevention Hub and review the four direct service approach Research Briefs.

SAMHSA Resources and Links

[SAMHSA](#)

<http://www.samhsa.gov/>

To learn more about the services and resources available through the Substance Abuse and Mental Health Services Administration.

[Strategic Prevention Framework](#)

<http://www.samhsa.gov/spf/>

To review the five-step planning process, highlighting key milestones and products and processes that are essential to the strategic prevention framework.

References

- ¹ "The Scope of Substance Abuse in America." *October Is National Substance Abuse Prevention Month*. Substance Abuse and Mental Health Services Administration, 3 Oct. 2014. Web. 7 Oct. 2014.
- ² "Adolescent Substance Use: America's #1 Public Health Problem." *Adolescent Substance Use*. CASA Columbia, June 2011. Web. 7 Oct. 2014.
- ³ Center for Prevention Research and Development. (2013). *Illinois Youth Survey 2014 State Report*. Champaign, IL: CPRD, Institute of Government and Public Affairs, University of Illinois.
- ⁴ Substance Abuse and Mental Health Services Administration. "Glossary." *Prevention Platform*, n.d. Web. 7 Oct. 2014.
- ⁵ Ficker, Erin. *Illinois Substance Abuse Prevention Programs Prevention Staff Qualifications By Sub-Grant Type*. 6 Aug. 2012.

Resources Used to Create the Resource Guide

2011 Request for Proposal – Substance Abuse Prevention Program

Prevention First Training Materials for IISAP I, II, and III (Introduction to Illinois Substance Abuse Prevention)

Prevention First website – www.prevention.org

CPRD website - <http://www.cprd.illinois.edu/>

Illinois Youth Survey website - <http://iys.cprd.illinois.edu/>

Illinois Department of Human Services website - <https://www.dhs.state.il.us/>

Substance Abuse and Mental Health Services Administration (SAMHSA) – www.samhsa.gov

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